

Instructor: Professor Rachel Gordan  
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Prof. Rachel Gordan  
rgordan@ufl.edu  
Office hours: after class and by appointment  
TA: Macodou Fall [macodou.fall@ufl.edu](mailto:macodou.fall@ufl.edu)

Feel free to be in touch with the professor and TA through CANVAS email. Professor Gordan has over 120 students this fall 2023 semester, so if you do not hear back from her within a week, please send a friendly follow-up email.

#### Course Details:

Time: Mon & Wed, period 8 (M,W) (3:00 PM - 3:50 PM) and Friday sections

Invite Link

<https://ufl.zoom.us/j/93561141019>

## Course Information

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We are accustomed to thinking about the importance of the Holocaust, itself, as a specific event in time, but it was also a historical event with enduring consequences for American culture and society. In this class, we'll be looking at some of the aspects of culture that the Holocaust affected, such as attitudes toward antisemitism; the treatment of minority groups in the US; the place of survivors and witnesses in American culture; and the stories that Comic books tell.

\*Note: this is not a course about the Holocaust itself. UF offers several classes on the Holocaust itself, so please be in touch with Professor Gordan if you're looking for those kinds of classes.

### **You are 1/5 of the way to a Religion or Jewish Studies Minor!!**

Religion is a small, warm department where professors can give great attention to (= stronger recommendation letters for jobs, internship, scholarships, and graduate school). It is an ideal double major/minor for students who are pre-med or pre-law, as well as students who have creative interests. Jewish Studies is a dynamic center on campus, with many opportunities for students to receive scholarship and funding for travel and study abroad. Jewish Studies undergraduates at UF regularly travel to Europe and Israel to study and research Jewish subjects. During the semester there will be opportunities to learn more about both Religion and Jewish Studies. Do not hesitate to ask Dr. Gordan if you have questions about these fields of study.

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(Note that a minimum grade of 'C' is required for General Education credit.) Class resources, announcements, updates, and assignments will be made available through the class Canvas site ([www.elearning.ufl.edu](http://www.elearning.ufl.edu)).

#### Course objectives:

- To think critically about how historical events influence subsequent eras.
- To understand some of the specific effects of the Holocaust on American culture.
- To write about how American culture has changed over time.

- To understand how American understandings of Jews and other minorities changed over the course of the latter half of the twentieth century.
- Understanding the changing relationship between Jews and the majority culture in 20<sup>th</sup> century America.
- Use literary and popular culture sources to make a historical argument/
- Think about Jews in relation to broader trends in American history and culture.

### 🌟 HOW TO SUCCEED IN THIS COURSE

1. Prepare (read/watch/listen to) assigned materials by class time. Try to read actively, by thinking about the Weekly Section Assignment both in class and while you're reading. When you can, try the experiment of doing readings a second time. Most students find they're surprised that they get more out of a reading the second time.
2. Attend class meetings and participate actively. Come prepared to discuss the assigned material.
3. Submit class activities in Canvas assignments.
4. Complete the assignments by their due dates, following the guidelines for all papers.
5. If you need extra time on an assignment, let me know in advance.
6. Make up late work. Submitting on time will make things easier for you and for me, but if you miss a deadline, talk to Professor Gordan.
7. Revise your work. Learning and writing are processes, not momentary accomplishments, so I encourage you to start early enough that you're able to revise.
8. Make sure Professor Gordan and Mr. Fall and your classmates know who you are! How do you do this? Participate in class and make appointments to speak with Professor Gordan if you have questions or thoughts you didn't get to express in class.

### COURSE POLICIES AND STUDENT RESOURCES

#### Attendance and participation

You are expected to attend synchronous class meetings. I strongly encourage you to turn on your video, if possible, in order to help us strengthen our classroom community. I hope you attend every class session, but if a conflict arises, I appreciate it if you email me in advance. You will be graded on your active participation throughout the semester, which includes but is not limited to attendance. Participation is 10% of the final grade.

#### Student Honor Code:

As a UF student, you have agreed to follow the university's Honor Code, meaning you will not give or receive unauthorized assistance in completing assignments. Violations can result in failing an exam, paper or the course. For more information, see: <http://www.dso.ufl.edu/studentguide/studentrights.php>. On all work submitted for credit by

University of Florida students, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Please note that acts of plagiarism include:

- Turning in a paper or assignment that was written by someone else.
- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks.
- Using and copying verbatim a sentence or paragraph of text from Chatgpt or any other AI software for any kind of course assignments.

- Paraphrasing or restating in your own words, text or ideas written by someone else without proper citation.

For more info, see <http://www.registrar.ufl.edu/catalog/policies/students.html>

### Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism on any assignment will automatically result in a grade of "E" for the course.

Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): (a) quoting oral or written materials, whether published or unpublished, without proper attribution, and (b) submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

### Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would've earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work at the assigned time, you must ask in advance and meet the UF standards for an excused absence.

### Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. *Please check-in with me after class during the first three weeks of the semester, so we make sure we get you the accommodations you need.*

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard online evaluations (summary results will be available to students here) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

### Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students.

### Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:  
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police  
Department: 392-1111 or 9-1-1 for emergencies.

### Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

*\*\*This syllabus is subject to change, and the professor will alert students to changes.*

Texts for our class: Most of our readings will be made available to students for free on Course Reserves (which you'll find on the left side of our Canvas page), either as a scan of the chapter or an e-book. The book I ask you to get a hold of (taking it out of the library, or finding an online version if you prefer reading online is ***Gentleman's Agreement* by Laura Z. Hobson.**

Recommended introductory background reading about the Holocaust

*The Holocaust: Europe, the World, and the Jews, 1918-1945* by Norman Goda

*The Holocaust: A New History*, by Doris Bergen

*War and Genocide*, by Doris Bergen

### Assignments

Two short papers	35%
Post Holocaust Museum project	40%
Attendance (sign in under your own name) and Participation	10%
Weekly Section assignment due on Wed midnight) 10%	
Section participation	5%

- **Short papers (35%):** you will be provided with prompts for two short papers, during the semester. Details will appear on the "assignment" section of our Canvas page.
- The "**Post-Holocaust Museum**" (40%) end of semester project includes 4 separate parts that are detailed on the assignments page
- **Participation (10%):** Professor Gordan and the TA will be keeping notes on your participation throughout the semester. Participation assumes attendance.
- The **weekly section assignment** (10%) can be submitted by **Thursday at 9 pm** on Canvas. *Every week, by Thursday, 9 pm, students will submit a brief weekly section assignment that the TA will grade. The assignment has three parts: 1) a question from the week's readings and/or lectures 2) a*

favorite quotation from the week's lectures/discussion/reading, and 3) an important take-away, in your own words, from the week's lectures/discussions.

- Your **section participation (5%)** will be graded by Macadou

### Part I: The tumultuous 1940s: antisemitism and good Americanism

**Wed August 23** Introduction Before we get to "Post Holocaust," we'll spend some time on the "Before" moment.

For Mon, please read the 1941 Charles Lindbergh speech and listen to clip that precedes the transcript of the speech: <http://www.charleslindbergh.com/americanfirst/speech.asp>[Links to an external site.](#)

Get *Gentleman's Agreement* ☺ We're starting to read in 2 weeks.

We will also discuss our end-of-semester assignment:

<https://www.nytimes.com/2021/07/08/books/review/-childrens-books-holocaust-jewish-experience.html>[Links to an external site.](#)

**Monday August 28**, Charles Lindbergh For Wed: [Jeffrey Alexander article](#)      **Actions**  
please read p. 5-9 (middle of page 9) and 10-26

**Wed Aug 30** *The House that I Live In* and anti-antisemitism

For Wed Sep 6: Watch the library's digitized copy of [The U.S. and the Holocaust. Episode one. The golden door \(beginnings-1938\)](#) and [The U.S. and the Holocaust. Episode two, Yearning to breathe free \(1938-1942\)](#)

Episode Three is also available online through the library, but is not required.

**Wed Sep 6:** The US and the Holocaust. For Monday, Sep 11, read chapters 1-4 of *Gentleman's Agreement* (chapters [one and two of Gentleman's Agreement](#) on CR and watch film

**Mon, Sep 11:** *GA*, chapters 1-4,

For Wed Sep 13, read chapters 5-6

**Wed Sep 13** *GA*

For Mon Sep 18, read *GA*, chapters 7-10 and up to pg. 41 of "The 1940s as the Decade of the Anti-antisemitism Novel" on CR (this is denser than most of our reading, so give yourself

time to read it twice and take notes.)

**Mon Sep 18** *Gentleman's Agreement*

For Wed Sep 20, read up to p. 55 of the 1940s article

**Wed Sep 20** The Decade of the Anti-antisemitism novel

For Wed Sept 27, finish *GA*,

**Mon Sep 25** Yom Kippur no classes

*Wed Sep 27 Watch GA* For Mon, Oct 2, read [excerpt of the novel, Wasteland, by Jo Sinclair on CR](#)

For Mon Oct 2, read chapters 2-3 *Wasteland* name-changing

**Mon, Oct 2** *Wasteland*

For Wed Oct 4, read Fermaglich, *A Rosenberg by Any Other Name* on CR chapter one

**Wed Oct 4** Name changing

For Mon Oct 9, read Fermaglich, *A Rosenberg by Any Other Name* on CR chapter one

**Mon October 9**, Fermaglich, *A Rosenberg by Any Other Name*

For Wed, Oct 11, read Peter Novick, *The Holocaust in American Life*, chapter 4: "The DP. Camps Have Served Their Historic Purpose," p. 63-74

Part II 1945-1960: Confronting the Holocaust in American

**Wed Oct 11** Hearing About It in the US

For Mon, Oct 16, finish Novick, chapter 4

**Mon, Oct 16**, Novick

For Wed, read chapter 5: "That is Past, and We Must Deal with the Facts Today"

**Wed, Oct 18** "the Good War."

**Mon Oct 23** The Holocaust and Comics

For Wed Oct 25 watch the Hannah Arendt film

**Wed Oct 25**: Hannah Arendt

Part III: Preserving the Memory

For Monday Oct 30, read Linenthal, read "**Introduction**" and **chapter one: p. 17-38**

**Mon Oct 30**: "1993: "The Year of the Holocaust" For Wed Nov 8, read Linenthal, chapter 2, 57-68

**Wed Nov 8** Linenthal

For Mon, Nov 13 finish Linenthal, chapter two.

**Mon Nov 13** Linenthal

For Wed Nov 15, read: Dara Horn

**Wed Nov 15** Workshop of museum ideas

**Mon Nov 20** Mon, Dara Horn reading

**Wed Nov 22** Thanksgiving week vacation – no class

**Mon Nov 27** Presentations

**Wed Nov 29** Presentations

**Mon Dec 4** Presentations

**Wed Dec 6** Presentations

*This class does not have a final exam.*